DOCUMENT RESUME

ED 180 642 PS 011 126

AUTHOR Eddowes, Anne
TITLE Management Functions for the Early Childhood Classroom Teacher: Arizona HSST/CDA Competency Based Training Module #35.
INSTITUTION Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE 78
CONTRACT 190-78-0003
NOTE 15p.; For other modules in this series, see PS 011 100-128
AVAILABLE FROM Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Care Workers; *Class Management; Early Childhood Education; *Performance Based Teacher Education; *Planning; Postsecondary Education; *Preschool Teachers; Recordkeeping; School Maintenance; *Training
IDENTIFIERS *CDA; Child Development Associate

ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to offer guidelines to assist the CDA intern in the development of management functions appropriate for the smooth operation of the classroom learning environment. Objectives are stipulated, activities for each objective are suggested, and an assessment checklist is provided in a single format. A study guide discusses (1) curriculum objectives, (2) use of physical space, (3) planning a schedule for maintenance of the physical environment, (4) considerations in making a schedule, (5) making an inventory of supplies and materials, (6) records and forms that are required, and (7) considerations concerning communication with parents and the community. (Author/SS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

PS011126 ED180642

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Competency Based Training Module #35

# MANAGEMENT FUNCTIONS FOR THE EARLY CHILDHOOD CLASSROOM TEACHER

by

Dr. Anne Eddowes

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Warren E. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

MANAGEMENT FUNCTIONS FOR THE EARLY CHILDHOOD CLASSROOM TEACHER

CDA TRAINING MODULE #35

TABLE OF CONTENTS

INTRODUCTION.....Page 1

OBJECTIVES, ACTIVITIES, ASSESSMENT.....Page 2

STUDY GUIDE.....Page 5

RESOURCES FOR FURTHER STUDY.....Page 11

This Module relates to the following CDA Functional Area:

13 - Staff

This CDA Training Module has been produced by the Arizona/Nevada Child Development Associates training program (Arizona/Nevada HSST/CDA), of the Pinal County Community College District, Coolidge, Arizona 85228.

For permission to reproduce this material, contact Martha Honeycutt or Warren E. Miller, (602) 562-3349 (Gila River Career Center, Sacaton, Arizona).

© 1978 - Arizona/Nevada HSST/CDA

The work upon which this module is based was performed pursuant to Contract 190-78-0003 with Region IX, Health, Education and Welfare, Administration for Children, Youth and Families. The philosophy expressed does not necessarily represent official Administration for Children, Youth and Families position or policy.

# MANAGEMENT FUNCTIONS FOR THE EARLY CHILDHOOD CLASSROOM TEACHER

## INTRODUCTION

The early childhood teacher interacts daily with both children and adults in a specific indoor/outdoor environment. Cooperation and coordination between staff members in the management of space, time and materials are important variables in determining the success of the educational program.

Well-managed classroom environments do not happen by chance. Much planning is necessary to insure that curriculum objectives are developed and maintained, that the physical environment and daily schedule allow for implementation of curriculum objectives, and that materials needed for the program are ordered and stored so that they are available when necessary.

The early childhood classroom teacher has the primary responsibility for providing direction that insures the inclusion of adequate management functions in the specific learning environment under s/his supervision. In addition to management within the classroom learning environment, the early childhood teacher also has the responsibility for providing a liason with the center administration, parents and community.

The purpose of this module is to offer guidelines to assist the CDA Intern in the development of management functions appropriate for the smooth operation of the classroom learning environment in relationship to the total center program.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____Date of Completion_____

| OBJECTIVES | SUGGESTED ACTIVITIES |
|---|---|
| 1. The Intern works with staff to plan and maintain a curriculum based on objectives.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 1. Read Section I of the Study Guide.<br><br>a. Discuss with your Advisor the importance of curriculum objectives in an early childhood program.<br><br>b. Work with other staff members in your classroom to develop curriculum objectives for various content areas. |
| 2. The Intern plans, allocates, and uses space in such a way as to make optimum use of the physical environment.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 2. Read Section II of the Study Guide.<br><br>a. Discuss with your Advisor various ways in which physical space can be arranged based on both center program and curriculum objectives.<br><br>b. Develop a written plan for an indoor/outdoor arrangement of the learning environment.<br><br>c. Use your plan of the physical environment, revising and making changes as necessary. |
| 3. The Intern manages a maintenance schedule for the physical environment.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 3. Read Section III of the Study Guide.<br><br>a. Develop a maintenance schedule for the physical environment that can be useful for the staff in the classroom.<br><br>b. Use the maintenance schedule for a period of time, revising and making changes as necessary. |
| 4. The Intern organizes and uses time well.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 4. Read Section IV of the Study Guide.<br><br>a. Review Module #3 - Planned Arrangements and Schedules.<br><br>b. Discuss your total schedule with your Advisor, noting strengths and weaknesses. |

| OBJECTIVES | SUGGESTED ACTIVITIES |
|---|---|
| 5. The Intern manages the ordering and storage of classroom supplies and materials.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 5. Read Section V of the Study Guide.<br><br>a. Develop a running inventory of the supplies and materials in your classroom.<br><br>b. Review with your Advisor the adequacy and accessibility of storage space in current use. |
| 6. The Intern meets the record-keeping and requirements of s/his program administration.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 6. Read Section VI of the Study Guide.<br><br>a. Discuss the record-keeping and reporting requirements of the center with the Director.<br><br>b. Establish and maintain necessary records.<br><br>c. Make a list of the necessary reports with the dates each is due.<br><br>d. Keep copies of your reports for 1 month and discuss them with your Advisor. |
| 7. The Intern maintains direct lines of communication with parents, community agencies, and the community at large.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 7. Read Section VII of the Study Guide.<br><br>a. Plan and implement a program that outlines varied ways in which parent communication can be maintained.<br><br>b. Develop a file with information concerning services provided by community agencies.<br><br>c. Discuss with other members of the center staff ways in which communication can be established with the community at large. |
| 8. The Intern maintains direct lines of communication with the program administration.<br><br>ASSESSMENT<br><br>_____<br>date/initial | 8. Read Section VIII of the Study Guide.<br><br>a. Discuss with your Advisor the importance of maintaining direct lines of communication with program administration.<br><br>b. Keep a record of the ways in which you communicate with the program administration. |

OBJECTIVES

9. The Intern integrates skills developed through working with this module into s/his ongoing center program.

ASSESSMENT

_____
date/initial

SUGGESTED ACTIVITIES

9. Review Objectives 1 through 8 and the skills you have gained through working with this module.

   a. Which skills should become part of your regular center activity?

   b. Make an implementation plan showing how you will incorporate these new skills into your program. What will be done? By whom? How often?

   c. Schedule a time for your Advisor to review with you the progress of your implementation.

Insert your Implementation Plan into your CDA Portfolio and refer to it periodically to check your own progress.

MANAGEMENT FUNCTIONS FOR THE EARLY CHILDHOOD TEACHER

STUDY GUIDE

I. Major components of a child care center program may include the areas of education, health, nutrition, social services and parent involvement. The early childhood teacher in coordination with the classroom staff should be able to develop specific curriculum objectives for s/his group of children that reflect the overall center program.

A. Why are curriculum objectives necessary in the classroom? One of the early childhood teacher's major responsibilities in developing or adapting a curriculum to a specific group of children is the process of relating program objectives to specific learning experiences. This task becomes easier when the curriculum is divided into content areas, and objectives are developed according to the chronological age and developmental level of the children. Specific objectives can then be translated into learning experiences that can match each child's ability level. A suggested division of the early childhood curriculum into content areas is as follows:

1. Physical
2. Cognitive
3. Language
4. Creative
5. Self-Concept
6. Individual Strength
7. Social

B. Curriculum objectives specify behaviors and skills that the early childhood teacher thinks are important for the children in the program to learn. An objective is both the beginning and the end-product of a learning experience. Objectives can help in outlining specific learning experiences. They are also helpful in evaluating the outcome of the learning experiences. Although the early childhood classroom teacher has the primary responsibility for deciding upon curriculum objectives, other members of the staff in the classroom should assist in their development. All members of the staff should have a thorough knowledge of the curriculum objectives and should cooperate in developing a program based upon them. (See Module #34 - Participating in Program Evaluation, for ideas helpful in developing curriculum objectives.)

Examples of curriculum objectives for four year-olds translated into learning experiences in the Physical area follow:

1. Objective - Child can move body parts as directed.

   Learning Experience - Play a game such as "Simon Says".

2. Objective - Child can reproduce a rhythm pattern.

   Learning Experience - Teacher claps a rhythm pattern. Child reproduces the pattern.

3. Usually more than one learning experience can be developed from each objective.

   Objective - Child can cut a pattern with scissors.

   Learning Experience #1 - Patterns are provided that will give the child practice in cutting.

   Learning Experience #2 - Child draws his own patterns and cuts them out.

II. Physical space has been found to be one of the most effective predictors of program quality (See Reference #4 of Resources for Further Study). The actual physical space, as well as the arrangement of the contents of an indoor/outdoor learning environment can affect the behavior of the people using it. The quantity of space available is not necessarily as important as the way in which the space is arranged. It is important to provide a safe, healthy environment and to have a clear knowledge of curriculum objectives on which the spatial arrangement is based.

   A. Space should be allocated for each of the content areas in the curriculum, and also for storage of belongings, materials, and the equipment not in daily use. Information about the kinds of activities that will take place in a particular interest area is necessary in order to design that space for optimum use. Some activities such as eating and naps may reflect center program goals instead of curriculum objectives. The same spatial arrangement of a learning environment is not necessarily appropriate for all groups of children.

   B. Written plans for the arrangement of the indoor/outdoor learning environment can be very helpful. It is easier to develop a written plan before furniture and equipment are moved around inside the classroom. It is particularly important to have a written plan before permanent equipment is installed in an outside play area. Time should be spent in thinking about a written plan before it is drawn. It is best to block out a rough draft or two before deciding on the final arrangement. It will be necessary to measure total floor/ground space, play areas desired and equipment before drawing the final plan.

   C. After a plan has been designed for the use of space in a learning environment, it must be used. Many times ideas that look good on paper do not work in reality. Input from classroom staff may be helpful in developing a spatial arrangement for a particular group of children. It is important to remain flexible. If one arrangement does not work after it has been given an adequate trial, new ideas should be tried.

III. The responsibility for maintenance of the physical environment varies from center to center. Sometimes the total cleaning/groundskeeping and maintenance of equipment in the classroom and in the outside play area are the responsibility of the classroom teacher and s/his staff. In other centers, the heavy cleaning and grounds work are done by a maintenance crew. In either case, it is necessary for the early childhood teacher to be aware of the requirements, and then to develop a schedule to accomplish the task.

A. Development of a maintenance schedule is contigent on the number of jobs to be completed and the number of staff members that will be involved. Some jobs will need to be accomplished daily, some bi-weekly, some weekly, some monthly, and some less often. Sometimes parents may volunteer to help with some of the jobs. It is helpful to list all of the maintenance jobs first, and then decide how often each needs to be done. Next, a chart can be drawn up on which names of the staff can be added.

| MAINTENANCE OF PHYSICAL ENVIRONMENT | | | | | |
|---|---|---|---|---|---|
| Type of Job | Time Schedule | | | | |
| | Daily | Bi-Weekly | Weekly | Monthly | Other |
| 1.<br>2.<br>3.<br>4. | Names of persons responsible for each task. | | | | |

Examples of several typical jobs follow:

1. Putting classroom/playground in order.
2. Wiping table.
3. Dusting equipment
4. Sweeping/mopping floors.
5. Waxing floors.
6. Cleaning kitchen.
8. Checking and repairing equipment.
9. Inspecting playground equipment for loose bolts, splinters or other hazards.
10. Washing windows.
11. Cleaning window blinds/curtains.
12. Cleaning rugs/carpets.
13. Trash and garbage removal.

14. Cleaning outdoor play areas.

15. Mowing/raking lawn.

16. Trimming bushes/trees.

17. Watering grounds.

18. Weeding grounds.

B. Through the use of a maintenance schedule, a safe, healthy learning environment can be available daily for the use of the children and staff. A consistent and cooperative effort is necessary for such a schedule to be effective. If a maintenance schedule isn't successful, the classroom teacher should discuss it with the staff, and the schedule should be revised if necessary.

IV. One of the first considerations in the efficient organization of time by the early childhood teacher is the number of hours children are in attendance in the program. It is important to know if all children are enrolled during the same block of time. In some programs, children have a flexible schedule of attendance. There are other considerations that are related to the kind of program offered. Will meals be served? Are naps necessary? What are the educational objectives? Special problems can arise when facilities are shared. Sometimes multipurpose rooms or playground areas cannot accomodate all of the children in the center at one time. The number of resource people available may also have an effect on a daily or weekly time schedule.

A. It is important for the early childhood teacher to organize time so that curriculum objectives can be accomplished. However, it is also important to be flexible enough to be able to adjust the schedule when unforseen events occur that can sometimes provide interesting learning experiences not originally planned. (See Module #3 - Planned Arrangements and Schedules, for information helpful in the organization of time.)

B. The time when children are in attendance is only one part of the total time in a center that the early childhood teacher spends in connection with the job. Time spent in planning and in other management functions should also be organized for optimum effective use.

V. Expendable supplies and materials used in an early childhood classroom should be varied and in an adequate quantity to assure the smooth functioning of the program. This requires that some sort of running inventory be kept as well as the organization of space to provide for adequate and accessible storage.

A. Before the school year begins, all supplies and materials in the classroom should be noted. Sometimes this is done at the end of the previous year by the classroom teacher/staff. In year-round programs, it usually occurs at the end of the fiscal year. Each category can be listed on a 3" x 5" card and kept in a file. After supplies and materials are inventoried, necessary new items should be ordered through the Director of the center. These new supplies should be noted on the cards. Thereafter, at the end of each week or two, the classroom teacher can review which materials have been used to date, and it can be noted on the appropriate card. If supplies are becoming low in one or more categories,

they can be re-ordered. Items not previously used should also be ordered and new file cards made for them. Sometimes a quantity of a certain material may be necessary. It is good for the classroom teacher to continually review plans for future programming so that adequate supplies and materials will be available when necessary.

B. There should be enough easily accessible space either in the classroom or in an adjacent location in which to store program supplies and materials. This should be considered when planning the total use of space in the learning environment. It is necessary to decide which materials should be directly accessible to the children, and which should be made available only to the staff. Only materials which the children are allowed to use should be physically available to them. For either group, accessibility is the key.

VI. Child care administrators usually keep certain records and forms pertaining to the children and the staff. They also keep records concerning other areas of center operation. The early childhood teacher is responsible for keeping some of the records and for reporting information to the program administration.

A. Classroom teachers may be responsible for collecting and/or keeping the following kinds of records and forms:

1. Physical examination reports.
2. Medical emergency consent slips.
3. Growth grids (height/weight records).
4. Field trip permits.
5. Parent information forms.
6. Parent contact/home visit records.
7. Child development check-lists.
8. Daily attendance reports.
9. Record of meals served.
10. Accident report forms.
11. Contagious disease exposure forms.
12. Planning outlines.
13. Supply/equipment request forms.
14. Inventory information.
15. Toy/book loan check-out forms.
16. Classroom staff time sheets.

B. In order to assure that information is reported to the center administration as required, it is helpful to keep a list of the necessary reports with the dates each is due. Some reports, such as attendance reports may be due daily or weekly. Other reports, such as those concerning inventory information, may be due once a year. Forms filled out by parents may be filed in the classroom. In this case, a report might only be made to the administration concerning those forms that are not returned by the parents.

VII. Through communication, ideas can be shared. Many times the early childhood teacher thinks in terms of providing information to others. Communication also includes receiving information from others. Direct lines of communication are necessary with parents, community agencies, and the community at large.

A. Communication with parents is an important part of the classroom teacher's job. It is necessary to provide information to the parents concerning the educational program for the children, the progress of individual children in the program, and also information concerning any program for the parents. It is also important to get information from parents concerning their children, their interests and their needs as related to the total center educational program.

B. Most communities have agencies that provide numerous services which might be of interest or assistance to families and/or teachers in early childhood programs. There are agencies that provide health services, nutrition information, and social services. There are other agencies that may provide educational support such as libraries, museums, a zoo, postal service, fire and police departments, clinics, service organizations, etc. The services that these agencies provide can be of great help in developing a comprehensive child care program. Early childhood teachers need to have information concerning these agencies available for use in assisting families as well as in planning the educational program for the classroom. The agencies also need to have information concerning the child care center program.

C There are various ways in which a child care center can communicate with the community at large. Interpretation of the center to the public can be done by means of newspaper articles, information sheets and brochures. The community should be encouraged to communicate with the center. Sometimes an "Open House" or an evening program, to which the public is invited, can be an effective way to communicate.

VIII. As mentioned above, communication is a two-way process. Sometimes early childhood teachers communicate with the program administration only when an administrator initiates the exchange. Direct lines of communication require that the classroom teacher communicate with appropriate levels of the administration at regular intervals, both formally and informally. Only in this way can the program administration and the child care center staff work together to provide for an optimum program.

RESOURCES FOR FURTHER STUDY

1. Brophy, Jere E., Good, Thomas L. and Nedler, Shari E. TEACHING IN THE PRESCHOOL. New York, Harper and Row, 1975.

2. Evans, E. Belle, Shub, Beth and Weinstein, Marlene. DAY CARE. Boston, Beacon Press, 1971.

3. Hewes, Dorothy and Hartman, Barbara. EARLY CHILDHOOD EDUCATION: A WORK-BOOK FOR ADMINISTRATORS. San Francisco, R and E Research Associates, 1972.

4. Kritchevsky, Sybil, Prescott, Elizabeth with Walling, Lee. PLANNING ENVIRONMENTS FOR YOUNG CHILDREN - PHYSICAL SPACE. Washington, D.C., National Association for the Education of Young Children, 1969.

5. Leeper, Sarah H., Dales, Ruth J., Skipper, Dora S. and Witherspoon, Ralph L. GOOD SCHOOLS FOR YOUNG CHILDREN (3rd ed.). New York, Macmillan Publishing Company, 1974.